

Learning Outcomes	Related Courses
2. Identify the basic laws of physics and chemistry including mechanical, electrical heat, light, sound, and inorganic chemistry.	CHE 151, 152; PHY 201, 202, 203
3. Demonstrate written and oral communication skills including drafting.	COM 211; DRT 196; ENG 111, 112, 113
4. Apply the laws of mechanics.	MET 211, 212
5. Use computers to problem solve.	IET 198
6. Develop an understanding of the engineering profession and related fields.	Engineering Electives

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Formative assessment is completed on a course-by-course basis.

b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcomes(s).

The capstone courses for the university parallel program in Engineering Technologies are MET 211-212 (Engineering Mechanics I & II). These courses require students to use math and physics as applied to engineering. Students are required to use a problem solving process and document a solution at an introductory engineering design level.

IV. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

There are a small number of students per year who complete the Engineering Science University Parallel program. Most students successfully complete their four-year degree program at University of Dayton, Wright State University, Ohio State University or University of Cincinnati.

V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Better information is needed to track student performance at four-year schools.

VI. General Education: Are you using any tool(s) to assess any of the three primary general education outcomes* (communication, thinking, values/citizenship)? If so, describe.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

No information is available at this time.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

No information is available at this time.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

No information is available at this time.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

No information is available at this time.

* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.